Lesson Plan Template Rev 10/1/09 Dr. Thieman

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| *Name*: Allison Searfus | *Age/Grade Level:* 10 |
| *Subject Area(s):* Social Studies | *Unit Title*: Examining Government  Control and Cultural Resistance  Through Prohibition |
| *Lesson Title:* Reaction and Resistance  to Prohibition (Day 3) | *Estimated Time:* 90 min |

**Purpose/Rationale for lesson:**

To investigate methods of resistance which emerged from the American people’s reaction to prohibition.

**Curriculum Framing Questions:**

Essential Question: What level of control should the government have over its citizens?

Unit Question that applies to this lesson: How was government control resisted during prohibition?

Lesson or Content Question(s): What methods did society employ to resist and undermine the law?

**Goal:**

Students will understand that a consequence of government control is cultural resistance.

**Learning Objective(s):** EXCELLENT

* Students will gather and critically reflect on why certain images represent the American people’s response to prohibition.
* Students will be able to identify the importance of context in research.
* Students will work with classmates to create a WANTED poster for one group which resisted prohibition.
* Students will be able to share with the class what they know about their resistance group.

**Curriculum Standard(s):** CORRECT

**SS.HS.HS.06** Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900

**SS.HS.HS.06.01** identify and understand the effects of 19th century reform movements on American life in the early 20th century.

**Materials Needed:**

**Documents 1 and 2.**

* Computers (Internet)
* At least one printer
* 2 poster boards
* Scissors
* Glue or tape
* Sample wanted posters

**Background knowledge or skills students need prior to lesson:**

* Knowledge of the Temperance movement, and the 18th amendment.
* Knowledge of the pro- and anti-prohibition points of view during the early 20th century.
* Know what is meant by the terms: prohibition, ethanol, alcohol, spirits/liquor.
* Computer and researching skills

**Hook or Introduction**: Terrific!

As the students enter the room, have written where they can see it clearly (on the board/overhead/computer projector):

**In a representative sample of 115 films from 1930 what percentage of films referred to liquor? What percentage depicted drinking?**

* Closest guess for each will get extra credit
* Answers will be revealed at the end of class

Begin recording guesses on a spreadsheet or by hand as the students get settled

Call on any students who are not paying attention or still chatting to take a guess.

When the room is quiet ask if anyone does not know what a representative sample is and explain if they do not.

Acknowledge that not everyone was able to make a guess in such a short time, but that they are able to give the teacher their guesses before the end of the period as long as it doesn’t disturb class

**Procedures:**

\* this class period would most likely have to take place in a computer lab or library

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| **Activity** | **Key Concepts Presented** | **Higher Order Thinking Skills** | **What the Teacher is Doing:** | **What the Student is Doing:** |
| **Previous Day's Homework** | *Resistance to prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing Understanding* | Giving half the class Document 1 and half the class Document 2 and asking them to analyze the documents in order to come prepared to discuss the question: how did America react to prohibition? | Reading and analyzing either Document 1 or Document 2. |
| **Document Analysis/ America's Reaction to Prohibition Through Images** | *Resistance to prohibition, bootleggers, smugglers, speakeasies, alcohol consumption* | *Analyzing Understanding Evaluating* | Instructing those who read Document 1 to sit in the front half of the room and those who read document 2 to sit in the back half of the room. | Listening |
| Going over the displayed instructions with the students: |
| ◦In partners search online for images which you feel represents America's reaction to prohibition |
| ◦ Each partner should pick 1 image and print out 2 copies (make sure you cite where you got it from!) |
| ◦Take 5-10 minutes and write why you feel the image you chose represents America's reaction to prohibition |
| ◦When you are done: |
| Group 1: come to the front of the room and tape your image to the poster board |
| Group 2: go to the back of the room and tape your image to the poster board |
| ◦return to your seat |
| Walking around the room and monitoring the students progress, answering any questions, reminding them to go past the first page of Google images | Searching for images/ printing out 2 copies of images which they feel represents America's reaction to prohibition/ spending 5-10 minutes writing why they feel the image they chose represents America's reaction to prohibition/ Going to either the front or back of the room and attaching their image to the poster board |
| When everyone has completed the tasks or time is up instructing group 1 to go and see the poster board in the back of the room and group 2 to see the poster board in the front of the room | Going to see whichever poster board they did not post to |
| Asking everyone to return to their seats and requesting that someone from each group to summarize for the class what document they analyzed | Return to their seats/ listening or summarizing for the class what document they analyzed |
| Guiding a discussion about: | Listening, offering insights, asking questions |
| ◦ which images were chosen and why |
| ◦ what might have been missing from either of the documents |
| ◦ how the two documents might work together to create a more complete picture about American reaction to prohibition |
| ◦ how information can be manipulated by removing context / how students can avoid this when researching |
| Transition | | | Bringing the discussion to a close, remind the class that while there were varied reactions to prohibition, we have already learned about the Temperance movement and enforcement attempts so today the focus is on resistance. | Listening |
| Instructing the class to count off in 5's and assemble in their groups | Counting off by 5's/moving into their groups |
| **Digital WANTED Poster** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized crime* | *Remembering Understanding Applying Creating* | While ensuring the directions are displayed in the front of the room, Go over with the students that each group will be researching one of the following groups: | Listening |
| ◦ bootleggers |
| ◦ smugglers |
| ◦ flappers |
| ◦Speakeasies |
| ◦organized crime |
| and making and presenting a digital WANTED poster which meets the following criteria: |
| ◦ Name and any alias' (any other nicknames for the group) prominently displayed |
| ◦ has an image which represents the group |
| ◦ Has an accurate and completed "Wanted for the crime (s) of" section |
| ◦ Has a "location last seen" section |
| ◦ Has a sources cited section saved to a separate page. |
| ◦ Be prepared to present during next class.  Showing the students a few examples of WANTED posters |  |
| Walking around, monitoring progress, asking and answering questions about the students work, telling the class how much time remains | Working in groups to research their resistance group/organizing the information they find into a WANTED poster |
| When 5 minutes remains, instructing the class to clean up and return to their seats | Finishing up their posters/cleaning up/ returning to their seats |
| **Homework** | *Resistance to prohibition, Bootleggers, smugglers, flappers, speakeasies, organized crime* | *Analyzing Understanding* | At the end of the clean up time, instructs students to reflect on the image they chose at the beginning of class:  ◦ Do they still think it represents America's reaction to prohibition?  ◦ If yes, why?  ◦ If no, can you find another picture which better represents America's reaction to prohibition? | Analyzing and writing |

**Differentiation/Accommodation**.

**Attention to Literacy:**

**Closure:**

Once everything is put away, in the last 5 minutes of class, reveal the answers to the question posed at the beginning of class:

**78% of the films referred to liquor and 66% depicted drinking.[[1]](#footnote-1)**

Find out who the winners are!

**Assessment and Evaluation of Student Learning:**

* Students participation throughout the period will be monitored: did they contribute to group research and the group poster?
* Students reflections about the images they chose, both the part written in class and the part written for homework, will be graded for understanding and logic. Do students turn in the second copy of the image they printed (they printed two copies)?

**Materials:**

* Document 1: Brief overview of “Bypassing the Law” from *America in the 20th Century*.

Need URL or print document

* Document 2: Two charts from the Ohio State University Temperance and Prohibition page (<http://prohibition.osu.edu/default.cfm>)
* This is the specific URL for the page where the charts are located http://prohibition.osu.edu/content/why\_prohibition.cfm

1. U.S. Apparent Consumption of the Drinking Age Population in Gallons per Year, 1850-1983

### Production of Malt Beverages in the U.S.

* Examples of WANTED posters:

<http://upload.wikimedia.org/wikipedia/commons/3/35/John_Wilkes_Booth_wanted_poster.jpg>

<http://www.flickr.com/photos/seattlemunicipalarchives/3424331348/#/photos/seattlemunicipalarchives/3424331348/lightbox/>

<http://store.ushistory.org/showitem.asp?iid=223>

Include estimate time for each major step in procedures.

1. Kyvig, D. E. (2000). *Repealing National Prohibition, Second Edition.* Chicago: University of Chicago Press. [↑](#footnote-ref-1)